ELA A10

Challenges

Foundational stories are ways of making sense of life, of examining our past, of understanding our present, and of envisioning our future. Fate and destiny may play a role in our lives. Wherever we go, we meet life’s challenges. As we meet those challenges, we develop the qualities that enable us to grow, and we anticipate other critical challenges we may encounter. Challenges benefit both society and each individual; for without challenges, neither society nor the individual can move forward. Every challenge a society encounters provides opportunities for that society to examine issues, to foster the exchange of ideas, and to explore ways to rise to the challenge. The challenges we encounter lead us to examine our existence and to make decisions that shape our society and ourselves. The world influences us, and we, in turn, influence the world.

* What do foundational stories teach us about life’s challenges? How do foundational stories equip us for life?
* How do our perceptions of what is a challenge depend on our personal stories or experiences?
* What qualities help us face challenges successfully? What are the benefits of challenge?
* What are some of the challenges and struggles that have shaped society? How have those challenges/struggles shaped society?
* What are the important decisions we will have to make in our lifetime? What are the consequences of making informed and uninformed decisions?

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| Topic | Outcome (to check off in Pschool) | What CAN the students do? | Plan | Assessment | Differentiation | Materials |
| Introduction | CR A10.3  CC A10.3 | I can listen to ideas and information from a group discussion.  I can reflect on what I have listened to.  I can participate in large group discussion | Review unit introduction and focus questions  Brainstorm a list of challenges:   * In our school * In your family * For different countries (Greece? Libya? United States?) * For our province * For you as a student * For you as a young person   Group discussion about how each of the challenges relates to the focus questions of the unit  Exit slip – students respond to one of the focus questions on a sticky notes | Discussion checklist | Some students may require sentence starters in order to complete exit slip | Introduction handout |
| Human Existence | CR A10.1  CR A10.2  CC A10.3 | I can read traditional texts and respond in a way that shows I understand what I have read.  I can make connections between texts and world.  I can discuss how texts affect individual and community values and behaviours  I can prepare and present a critical response to what is viewed.  I can demonstrate effective interaction skills and discussion strategies. | Focus Question: What are some of the challenges and struggles that have shaped society? How have those challenges/struggles shaped society? How do our perceptions of what is a challenge depend on our personal stories or experiences?  Students explain their responsibilities as secondary school students. Then responsibilities as Canadian citizens  Have students consider their response to “What do you think” prompt in small groups.  Have students respond to the following statements:  Wars are good for the economy.  Wars build patriotism, which is good for morale.  Only professional soldiers are killed in wars.  Citizens have a duty to defend their country.  The number of people killed or wounded in WWI was not a large number.  \*\*A good opportunity to use [www.pollanywhere.com](http://www.pollanywhere.com) or Smart Response tools to get students to rate agreement\*\*  Students read the poem to themselves and write down two questions they have.  Listen to audio recording of poem or read it aloud. Have students pose their questions to each other and see if they can determine answers in small groups.  Return to large group and pose any unanswered questions.  Students answer “After Reading” Questions individually. Students choose two for teacher to review. | Discussion Checklist  Formative feedback of “After Reading Questions” | Some students could find articles detailing Canadian soldiers’ experiences in Afghanistan.  Provide some students with reading guide in order to support understanding. | Reading Guide  Assignment Sheet  Digital file of picture for display |
| View a Film | CR A10.2  CC A10.2 | I can view and discuss the meaning and characterization implicit in the action of a scene from a film noting visual features.  I can present information using non-print aids such as graphics and electronic media.  I can use and adapt production techniques to communicate information.  I can analyze, organize and convert information into different forms (charts, graphs, drawings) | Write about someone you know of who has suffered a significant personal injury.  Share with larger group.  Fill out graphic organizer as film plays – stop frequently for reflection and for students to look at character trait sheet in order to select words that define what they are viewing.  Mini-lesson on Powerpoint features  Students complete poster demonstrating features of film. | Rubric assessment of poster | Provide hints for graphic organiser  Give template/outline for poster | Soul Surfer  Knowledge of Powerpoint 2010 (poster features) for mini-lesson  List of character traits |
| Your Biggest Obstacle | CC A10.3 | I can prepare, rehearse and deliver a talk on a familiar topic that has: an introduction, body and conclusion. | Students read “The Sniper” quietly to themselves.  Students listen to reading of “If”  Co-create criteria for successful talk on familiar topic  Demonstrate options for pre-writing (free write, list, concept map)  Complete graphic organizer  Draft speech  Practice speech  Deliver speech to class | Formative feedback (sticky notes) during writing process.  Rubric evaluation of talk on familiar topic | “The Sniper” on Kurzweil  Graphic organiser with headings filled in according to topic of student’s choosing  Advanced students might pick an obstacle met by someone they don’t know personally and present in the first person. | The Sniper  If  Graphic Organiser for Talk on a Familiar topic |
| Explaining the World Through Foundational Stories | CR A10.1  CR A10.4 | I can show that I understand different print texts that address identity and social responsibility and social action  I can demonstrate active reading.  I can explain how the conventions, structures and language features of a text suit its topic and purpose | * Jigsaw info about Rosa Parks * Students fill out KWL chart in groups * Students read “Rosa Park’s Heroism Still Inspires” * Students answer “After Reading” questions and finish similarities and differences handout * Take up as a class n * Exit slip – how well were you able to answer the questions. How have your reading skills improved so far this year? | Exit slip reflecting on reading skills | Kurzweil used for some  Some students may *only* read “Equal Opportunity” | 5 part autobiography of Rosa Parks  Rosa Park’s Heroism Still Inspires  KWL chart  “Equal Opportunity” (poem)  Handout for Before, During, After  Similarities and differences chart |
|  | CR A10.2  CC A10.4 | I can view and discuss the meaning and characterization implicit in the action of a scene from a play (dialogue, movement, physical position of characters), noting visual features (set, costume and character appearance)  I can discuss the characterization, mood, and historical setting achieved by an actor and director in a live performance or film version of a play  I can write a review | Read Review aloud  Students identify features of a play – take notes during mini-lesson  Watch play  Co-create features of a good review – look at  Students draft and edit review | Formative feedback on sticky notes  Rubric assessment of review | Sentence starters for review  Graphic organisers filled in for students who have trouble listening and writing at the same time | “Battlefield Earth”  Live performance of play *or* film production of live play |
|  | CC A10.4  CR A10.4 | I can write an eye-witness account  I can demonstrate active reading. | Freewrite about something that happened to you this week  Review qualities of an eye witness account by reading “Surfergirl”  Co-create criteria  Use pre-writing (something that happened to you this week) or pre-write again about an important experience (might be easier to focus on an event that took less than one hour)  Draft  Revise  Edit  Share | Rubric for Eye Witness Report | Scribe for pre-writing to help develop topic.  Teacher editor select and indicate several areas for improvement before final copy is finished | “Surfergirl” (Nelson Literacy 9) |
| Destiny and the Challenges of Life | CR A10.3 | I can listen to a Grade 10 literary text | Students listen to information about cerebral palsy and fill in graphic organizer  Students fill out listening guide as “My Left Foot” is read aloud  Students work in small groups to create a visual character map of Christy’s mother. Map should include names of other people who might share the same characteristics.  Lance Armstrong |  |  |  |
|  | CR A10.2 | I can analyze contrasting texts, evaluating the ways verbal and non-verbal features are organized and combined for different meanings, effects, purposes, and audiences in different social contexts. | Review research skills  Students conduct mini-research to answer the following questions:   * Why did apartheid start in South Africa? * How did apartheid affect the lives of people who lived in South Africa? * How did apartheid affect Nelson Mandela?   Students view documentary and fill in graphic organizer identifying differences between mediums (live performance, documentary, film) | Rubric assessment of evaluating sources, use of reading strategies and search techniques | Some students may need sections of organiser filled in for them | [www.nelsonmandela.org](http://www.nelsonmandela.org)  [www.topdocumentaryfilms.org](http://www.topdocumentaryfilms.org)  “One Team, One Country” – for modified |
|  | CC A10.4 | I can write a historical persona essay | Use brainstorming from “My Left Foot” to generate a list of historical figures who have faced a challenge.  Co-create criteria for historical persona essay  Pre-write  Draft  Edit  Revise  Share | Rubric Assessment of Essay | Sentence Starters |  |
| Decisions | CR A10.1  CR A10.4 | I can identify the elements used to organize a text and evaluate their effectiveness  I can demonstrate active reading strategies  I can select and use before, during and after reading strategies | Provide the following statements:   * “He’s an irresponsible bum” * I can still hear the fight * “You owe them two hundred dollars?” * We’d have supper together * “Take the money…” * The teapot was right where it belonged * “I would never steal from your mother.”   Students put these in an order that makes sense to them and make predictions about what story will be about  Review “Focus on Genre” handout together  Have students use highlighters to identify different elements of a short story as they find them in “Ashes”  Review “After Reading” questions as a class | Observation of student responses  Large group discussion checklist | Use prompting questions on sticky notes to prompt as some students read quietly |  |
| Final Project | CC A10.2 | I can prepare, rehearse and confidently deliver a visual or multimedia presentation, explaining key ideas and events using combination of charts, diagrams, pictures, sounds, models, drama and print | Review “big questions” of unit  Explain project focusing on specific requirements  If some students are proficient, have them do mini-lessons for their peers on useful tools (GIMP, Audacity, Movie Maker, Powerpoint, Paint.net, Voki) OR use Youtube instruction video.  Help students to outline the *information* they will include in the presentation: review materials from the course and brainstorm more ideas that may not have been covered in class (make connections)  Help students to outline the format they will use for their presentation  Students create product (about 5 class periods)  Students share their projects | Use sticky notes throughout for formative assessment  Rubric assessment of multimedia presentation | Provide some students with concrete outlines  Use powerpoint and images from website only  Eliminate requirement for audio portion. |  |
| Reading Assessment | CR A10.4 | I can read, interpret and draw conclusions about what I read in literary and informational texts | Sight reading exam – choose pieces from Nelson Literacy | Rubric assessment – choose specific rows of reading assessment rubric depending on whether question asks for comprehension or response | Choose lower level reading  Highlight text | Reading selection with questions – check Nelson Literacy 10 (The Game from Crossroads 10 was used in Jan 2012) |